

Arizona's

INSTRUMENT TO MEASURE STANDARDS

Fall 2004 High School
Reading • Writing • Mathematics

Directions for Administering

 Harcourt

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Overview

You may wish to use the information below in explaining the tests to students, parents, and staff.

Test Administration Schedule:

Reading Test	Tuesday, October 26, 2004
Writing Test	Wednesday, October 27, 2004
Mathematics Test	Thursday, October 28, 2004

Test Administration Schedule for districts on intersession during October 26–28:

Reading Test	Tuesday, November 2, 2004
Writing Test	Wednesday, November 3, 2004
Mathematics Test	Monday, November 4, 2004

Your District/Charter Holder Test Coordinator is responsible for communicating the schedule to Test Administrators, parents, guardians, and students. All High School testing must be completed by November 4, 2004.

Arrangements Prior to Test Administration

Test Setting

AIMS is a standardized test. Test administration must follow the directions exactly as stated in this document. The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. Ensure that visual aids displayed in the testing room are removed or covered completely if they might be used by students to answer questions on the test.

Test Administration Staff

A Test Administrator is to be assigned to each testing room. If the number of students testing in the room requires it, proctors may also assist during the administration of the test. The Test Administrators are responsible for:

- participating in training activities scheduled by the Test Coordinator;
- reviewing this document in advance of the testing date;
- receiving testing materials from the Test Coordinator;
- verifying the quantities of testing materials received;
- ordering any additional materials required to test all eligible students;
- adhering to test booklet security procedures;
- following test administration directions exactly;
- distributing, collecting, and verifying all testing material on testing dates;
- completing any special codes that are required on the demographic pages; and
- assembling and returning all test materials to the Test Coordinator.

During student testing, Test Administrators and proctors **may not** assist students in any way in answering questions. They may, however, answer student questions about the test directions only. Refer to “Administration of AIMS and the Stanford 9 to Students with Disabilities” and “LEP Guidelines (Spring 2003) Arizona Student Achievement Program Accountability for All Students” on the Department’s Website at www.ade.az.gov.

Violation of Test Security

It is unethical and shall be viewed as a violation of test security for any person to:

- allow students to share information during test administration;
- read any parts of the test to students except where indicated in the directions;
- give special assistance of any kind to students which influences the answers students select;
- allow student access to test questions prior to testing;
- change a student’s answer choices on the test documents;
- photocopy, transcribe, or in any way duplicate any part of the AIMS test booklets;
- fail to return all testing materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security measures.

Distribution and Return of Test Materials

Test Administrators will receive their testing materials from the Test Coordinator. AIMS test booklets are secure documents. The Test Coordinator will keep a record of the number of booklets assigned to each Test Administrator. **Test Administrators must be able to account for the security of all testing materials before, during, and after the test administration.**

Upon receipt of testing materials, the Test Administrator should count the number of booklets received. Each Test Administrator should receive from the Test Coordinator an inventory of the number of books that have been delivered. Any discrepancies or defective test booklets must be reported immediately to the Test Coordinator. All testing materials must be kept in a securely **locked storage facility** except during actual test administration times.

Shortage of Materials

Prior to the testing date, any shortage of testing materials must be communicated to the Test Coordinator, who has additional materials and can provide these materials to the Test Administrator.

Testing Timetable

All testing activities should be conducted during the period scheduled. The testing schedule must be clearly communicated to students and parents in advance. Make-up testing is allowed on designated dates only.

AIMS is not a timed test. The following are **approximate times** needed to administer AIMS. This estimate includes time to distribute materials to students, complete student information on answer documents, read directions, and collect and count materials at the end of the testing session.

Reading—2 hours
Writing—1.5 hours
Mathematics—2 hours

All students should be instructed to bring personal reading materials or class work that they can do if they finish testing before the end of a testing session. The testing session is not complete until **all** students present during the session have had the opportunity to complete that portion of the test.

Students to be Tested/Not Tested

Grade 11 and 12 students who have not yet met the standard on any of the subtests must retake that subtest. Only students whose current Individualized Education Programs (IEPs) exclude them from participating in High School AIMS should be excluded from testing (estimated to be 1 percent of the student population). An alternate state assessment (AIMS-A) is available for excluded students with significant disabilities. Refer to the Special Education guidelines found on the Arizona Department of Education's website (www.ade.az.gov) for additional information.

WHAT ARE STANDARD ACCOMMODATIONS AND NON-STANDARD ACCOMMODATIONS

Standard and non-standard accommodations are available to special education students. Students covered by Section 504 of the Rehabilitation Act and English learners are eligible for standard accommodations. Refer to "Administration of the AIMS to Students with Disabilities" and "Guidelines for the Administration of AIMS to English Learners" on the Department's website at www.ade.az.gov.

Standard Accommodations are provisions made in how a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Standard accommodations are changes in the routine conditions under which students take AIMS, and involve changes in:

- **Timing or scheduling of the test.** For example, administration of the test in short intervals or at a time of day that takes into account a student's medical needs.
- **Test setting.** For example, administration of the test individually or in a small group setting, under special lighting, or with special furniture.
- **Test presentation.** For example, test questions presented in large print or Braille, repeated directions, or explanation of directions.
- **How the student responds to test questions.** For example, the student dictates his or her responses to the Test Administrator, tape records, scribes, or points to answer on the reading and mathematics portion of the test.

Standard accommodations must not alter the content of the test or provide inappropriate assistance to the student within the context of the test. The accommodations used in test administration should be similar to accommodations required by the student during instruction. Standard accommodations **do not** require an entry in column "J" in the "Other Information" section on the AIMS answer documents.

Non-standard Accommodations reflect changes in the test administration that affect standardization and, thus, the comparability of scores, and may also involve substantial changes in what a student is expected to learn and to demonstrate. Such changes are made to provide a student with meaningful and productive learning experiences, environments, and assessments based on individual needs and abilities. IEP teams should exercise caution in considering whether a student requires a non-standard accommodation in order to access the test. A non-standard test accommodation must be identified by a student's IEP team and parents must be notified and the provided accommodation explained. Non-standard accommodations should only be provided to students with disabilities as stated in the IEP when they meet both of the following criteria:

- The accommodation is already provided during routine instruction and assessment in this subject area (both before and after the statewide test is administered).
- No other means of access allows the student to meaningfully participate in AIMS.

The following are examples of non-standard accommodations that may be used in the administration of AIMS but require an entry in column “J” in the OTHER INFORMATION section on the answer document. Again, the non-standard accommodation used in test administration **MUST BE REQUIRED IN THE STUDENT’S IEP** and must correspond to non-standard accommodations required for the student during instruction. Please see “Administration of AIMS and SAT 9 to Students with Disabilities” at www.ade.az.gov for additional guidance for non-standard accommodations.

- Read aloud the reading portion of the test to a student. Readers may not clarify, elaborate, or provide assistance to the student.
- Allow a student to dictate to a scribe for the writing portion of the test.
- Allow a student to use a spell or grammar checking device or predict-ahead technology when using a word processor for the writing portion of the test.
- Allow a student to use a calculator, number chart, tables, or manipulative on the Mathematics portion of the AIMS. Note: The use of an abacus by a student who is blind is considered a standard accommodation.

Limited English Proficient (LEP) Students

School districts shall not exempt pupils who are limited English proficient from AIMS. However, an LEP student may be provided certain accommodations during the administration of AIMS for three consecutive school years. The first year of the exemption is the first academic year in which the student is enrolled in a school district in the state, grade one and above.

The assessment accommodations available for eligible LEP students are:

Reading and Writing

- provide a translation dictionary;
- reread directions for each page;
- simplify language in directions;
- administer the test individually in a separate location; and
- administer the test in a small group.

Mathematics

- provide for an interpreter for High School AIMS Mathematics;
- translate the items verbatim;
- provide translation dictionary;
- administer test individually in a separate location;
- administer in a small group; and
- reread directions for each page.

Special Coding and “OTHER INFORMATION” on AIMS Answer Documents

Test Administrators or Test Coordinators are responsible for completing the coding required in the “J” column in the “OTHER INFORMATION” section of the identification grid on the student answer document when a non-standard accommodation is implemented. Coding in the “OTHER INFORMATION” section of the student answer document pertains only to students who have received these significant non-standard accommodations during the administration of an AIMS subtest, or to home schooled students.

A code of “1” should be entered and the bubble filled in under column “J” if the student has received a non-standard accommodation in Reading. A code of “2” should be entered and the bubble filled in under column “J” if the student has received a non-standard accommodation in Mathematics. A code of “3” should be entered and the bubble filled in under column “J” if the student has received a non-standard accommodation in Writing. A code of “4” should be entered and the bubble filled in under column “J” if the student has received a non-standard accommodation in Reading and Mathematics. A code of “5” should be entered and the bubble filled in under column “J” if the student has received a non-standard accommodation in Reading and Writing. A code of “6” should be entered and the bubble filled in under column “J” if the student has received a non-standard accommodation in Mathematics and Writing. A code of “7” should be entered and the bubble filled in under column “J” if the student has received a non-standard accommodation in Reading, Mathematics, and Writing.

For example, if a student’s IEP requires the student to receive assistance in computations, then the student’s answer document would be coded “2.” To exclude home schooled students from the summary data, grid a code of “8” in column “J.”

Bubble Position (Column J)	Content Area(s)
1	Reading
2	Mathematics
3	Writing
4	Reading and Mathematics
5	Reading and Writing
6	Mathematics and Writing
7	Reading, Mathematics, and Writing
8	Home School

It is very important that the coding for each student be done accurately since these data will be used to determine which of the student’s scores will or will not be included in the score summary report. Willful miscoding of answer documents is a violation of ethical test practice and subject to discipline and/or dismissal.

Word Processors, Scribes, Tape Recorders, Large Print, and Braille Tests

If the student uses a word processor, tape recorder, scribe, Braille test book and Braillewriter, or a Large Print test book as an accommodation, his or her responses **must be transcribed into an answer document for scoring purposes**. A member of the school staff must be responsible for transcribing the response exactly as produced by the student. Staff members should not change the spelling or punctuation of the student-produced work. These answer documents should be returned with the rest of the documents for the appropriate school. The student's use of a Braille or Large Print edition of the test must be recorded on the student's answer document under the "Disabilities" section.

Braille and Large Print editions of the test books are available. To obtain these materials, please contact your District/Charter Holder Test Coordinator. Quantities are limited, so please order only the exact number of Braille or Large Print test books that will be needed.

Test Materials

Materials Supplied by the State

- Directions for Administering
- Test booklets
- Answer documents
- Scoring Service Identification (SSID) Sheets

Materials Supplied by Your School

Your school is responsible for providing the following for each testing room.

- Supply of No. 2 pencils with erasers for students who do not bring their own
- Pencil sharpener
- "Testing—Do Not Disturb" sign
- Dictionaries and thesauri for use on the Writing test **ONLY**

Test Administrators must be sure to have an adequate supply of materials available prior to testing. Administrators should check that there is one test booklet and one answer document per student.

Test Administrators should have a supply of No. 2 pencils with erasers available for students who do not bring one to the test session or for emergencies.

Use of scratch paper is prohibited. Its use is a violation of test security. **Only answers marked on answer documents will be scored.**

Although not required, students may use a dictionary or thesaurus for the Writing test **ONLY**. Several copies of each should be available if students choose to use them. Dictionaries and thesauri may not be used on the Mathematics or Reading test.

Contact the Test Coordinator if you need additional test materials.

Test Booklets

Grade 11 and 12 students must take the subtest in which they have not yet met the standard.

Although test booklets are secure and must be returned to your Test Coordinator after testing, students may write in their test booklets. However, only answers marked on the answer document will be scored.

Answer Documents

The answer documents are machine scorable and a No. 2 pencil must be used. Students must also use a No. 2 pencil on the extended-writing prompt. AIMS uses one answer document for High School Reading/Writing testing and one answer document for High School Mathematics testing.

It is important that the following precautions be observed:

- Students should not use correction fluid on the answer documents. If an error is made while writing in the booklet, the student should erase the error and write in the correction.
- Do not allow students to use extra paper to write their responses for the Writing Test. Only answers written on the pages “Final Copy” will be scored.
- Do not allow students to use pen, crayons, markers, or colored pencils to respond to either their multiple-choice questions or the Writing Test.
- Do not disassemble or pull pages out of the answer document.
- Do not use paper clips, tape, staples, or glue on the answer documents.
- Do not attach removable “sticky” notes to the answer documents.
- Use only Fall 2004 AIMS answer documents. Documents from other testing programs or from previous AIMS field or pilot testing cycles will not be scored.
- Do not photocopy the answer documents.

Test Administration Guidelines

Students Who Leave the Room During Testing

Students may be allowed to go to the restroom, if necessary, during testing. However, only one student may leave at a time. Collect the test booklet and answer document from the student upon leaving and return them when the student returns. Test Administrators must not leave the testing room unsupervised at any time.

Defective Test Booklets or Answer Documents

Replace the defective test booklet or answer document as quickly as possible. Be sure to return the defective test booklet to the Test Coordinator at the conclusion of testing.

Students Who Become Ill

If a student becomes ill during testing, the Test Administrator should collect the student's test booklet and answer document and dismiss the student from the testing room. A new test booklet should be given to the student on the make-up administration date, and the answer document should be updated to reflect the new test booklet code. If a student does not make-up the test on the assigned date, the student's answer document should be returned for scoring.

Disruptive Students

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behaviors not consistent with acceptable classroom behavior, should be subject to the discipline procedures established by your school for such occurrences. Testing materials should be gathered by the Test Administrator. The student should be informed that the opportunity to participate in the test has been revoked with appropriate notification to be placed in the offending student's cumulative folder. The Department of Education recommends written notification of the incident and its consequences to the student's parents/guardians.

Monitoring the Test

Students should be allowed to work at their own pace. Test Administrators and proctors should walk around the room during testing to make sure students are progressing through the test.

Test Administrators and proctors should:

- answer questions students may have regarding the test instructions;
- check that students are marking their answers in the answer document; and
- check for a large number of erasures. The student may be confused about the directions or have some other problem.

Test Administration

The usefulness and validity of the assessment results depend on accurate recording of the required identification information. It is important that students/district personnel enter the demographic information required on the answer documents accurately and completely if a student does not have the preprinted label.

“TO BE COMPLETED BY SCHOOL OR DISTRICT PERSONNEL” Section

School or district personnel should complete these sections of the demographics page on the inside back cover of the answer documents.

“OTHER INFORMATION” Section

School or district personnel should complete this section of the answer document after the student is finished taking the test (see page 8). Districts may have additional information gathered in columns A-H.

SAIS Number

If the demographics page does not have a Pre-ID label, please grid the student’s SAIS number in the space provided.

Calculators

Calculators may NOT be used on any portion of AIMS except as noted in the accommodations section of this manual on page 8.

Dictionary and Thesaurus

Although not required, students may use a dictionary or thesaurus for the Writing Test ONLY. Several copies of each should be available if students choose to use them. Dictionaries and thesauri may not be used on the Mathematics or Reading Test.

Pre-Identification Labels

Harcourt-provided labels should be applied to the answer documents in the designated location prior to testing.

Instructions to be Read to All Students

All text written in the boxes in this section of the manual should be read aloud to the students. All other text is for the Test Administrator's information only and should not be read to the students.

SAY:

Today you will take AIMS. You will each receive a test booklet and an answer document. You must use a No. 2 pencil to mark your answer document. Do not open your test booklet until I tell you to do so. There will be no talking among students at any time during this AIMS test administration. It is imperative that you respect the right of others to take the test in a silent environment. AIMS is not a timed test. When you finish today's test, raise your hand and I will take the test booklet and your answer document. Be sure to check your work first because once you hand in the test to me, I cannot return it to you for any reason.

Distribute a test booklet and answer document to each student.

SAY:

Find the lines that say "STUDENT NAME," "TEACHER," "SCHOOL," "DISTRICT," "GENDER," "GRADE," and "DATE OF BIRTH," and enter your information. The name to enter in the "TEACHER" section will be provided by your Test Administrator.

Pause.

Note: If a Pre-ID label has been applied to each student's demographic page, disregard the directions for gridding "LAST NAME," "FIRST NAME," "MI" (middle initial), and "DATE OF BIRTH."

If Pre-ID labels have been applied, please proceed to page 16. If pre-printed labels have **not** been applied, hold up an answer document and point to the box that reads "Student Name" on the back cover.

Point to the grid section for "LAST NAME," "FIRST NAME," and "MI" (middle initial).

SAY:

Print the letters of your LAST name in the boxes under the words "LAST NAME." Please use your legal last name. Starting from the left box, print one letter in each box. If your last name has more than 11 letters, print only the first 11 letters.

Pause, then say:

Print the letters of your FIRST name in the boxes under the words "FIRST NAME." Please do not use a nickname. Starting from the left of the "FIRST NAME" box, print one letter in each box. If your first name has more than 9 letters, print only the first 9 letters.

Pause, then say:

Print the first letter of your MIDDLE name in the box under the letters “MI.” If you do not have a middle name then leave the box blank.

Now, grid your name by filling in the bubbles that correspond to the letters of your name. If there is no letter in the box, fill in the blank bubble at the top of the column. Make sure that each mark is dark and fills the bubble completely. If you make a mistake, erase it completely.

Are there any questions?

Answer any questions, then circulate throughout the room to make sure that the students have understood the directions. Point to the grid section for “DATE OF BIRTH.”

SAY:

Find the section labeled “DATE OF BIRTH.”

Under the word “MONTH,” fill in the bubble that corresponds to the month you were born.

Under the word “DAY,” print the day you were born using two digits. For example, if you were born on the 3rd day of the month, write “03.” Now fill in the bubbles that correspond to the day you were born.

Under the word “YEAR,” print the last two digits of the year you were born. For example, if you were born in 1988, write “88.” Now fill in the bubble for “19” and fill in the bubbles that correspond to the last two digits of the year you were born.

Are there any questions?

Answer any questions, then point to the box that reads “GENDER.”

SAY:

Find the section labeled “GENDER.” Fill in the bubble that applies to you.

SAY:

Now turn to the previous page of your answer document.

Pause. Wait for students to turn to the previous page.

Hold up the answer document and point to the box that reads “1. Grade Enrolled.”

SAY:

Find the section labeled, “Number 1. Grade Enrolled.” Fill in the bubble that corresponds to the grade you are enrolled in. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “2. Racial/Ethnic Background.”

SAY:

Find the section labeled “Number 2. Racial/Ethnic Background.” Fill in the bubble that corresponds to the racial/ethnic group with which you most closely identify. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “3. Did you start this school year at this school?”

SAY:

Now, find the section labeled “Number 3. Did you start this school year at this school?” If you started the school year at this school or during the first two weeks of the school year, fill in the bubble corresponding to “yes.” If you started classes at this school after the beginning of the school year or after the first two weeks, fill in the bubble corresponding to “no.”

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “4. Number of Years in the School.”

SAY:

Now, find the section labeled “Number 4. Number of Years in the School.” Fill in the bubble that corresponds with the number of consecutive years you have attended this school. Select one response only. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “5. Number of Years in the District.”

SAY:

Now, find the section labeled “Number 5. Number of years in the district.” Fill in the bubble that corresponds with the number of consecutive years you have attended school in this district. Select one response only. Are there any questions?

Pause. Answer any questions.

Hold up the answer document and point to the box that reads “6. Primary language spoken at home.”

SAY:

Now, find the section labeled “Number 6. Primary language spoken at home.” Fill in the bubble that corresponds to the language that is most often spoken at your home. Fill in the “Other” bubble if the language spoken at your home is not listed. Are there any questions?

Pause. Answer any questions.

SAY:

You have now completed filling out your demographics information for your AIMS answer document. You will now write your name on the back cover of your test booklet.

Hold up a **test booklet** and point to the box that reads “Name” on the back cover.

SAY:

Take your test booklet and find the section labeled “Name.” Print your first and last name on the line that is provided.

Pause. Answer any questions.

Note: Questions 7–15 will be completed by school or district personnel.

If you are administering the Reading Test, follow the directions on the following page. Specific directions for the administration of the Writing Test may be found on page 19. Directions for the administration of the Mathematics Test are on page 21.

Reading Test Administration Instructions

If you are administering the Reading Test, follow the directions below.

SAY:

For this test, there is a combined Reading and Writing Test booklet and a combined Reading and Writing answer document. All responses that are to be scored must be recorded on the answer document.

Hold up the Reading Test booklet and combined answer document as you refer to them.

SAY:

The Reading section of the test booklet contains several passages. You will read a passage and then answer the questions that follow it. You may refer back to the passage when answering the questions.

This test contains multiple-choice items. To respond to a multiple-choice question, fill in the bubble with the same letter as the answer you are selecting.

Make sure that you are marking your answer to a question in the space with the same number as the test question. You may write in your Reading Test booklet, but your answers must be recorded on the answer document.

SAY:

Look in the upper right-hand corner of your Reading Test booklet cover. You will see a test form code. Now open your answer document to page 2. Find the box in the upper left-hand corner. Fill in the bubble next to the code that matches the code on the front cover of your Reading/Writing Test booklet.

Circulate throughout the room to make sure that the students have understood the directions.

SAY:

Note that for the Reading Test there are 59 numbered rows available on your answer document to respond to test items.

SAY:

Be sure to follow the directions that appear throughout the Reading section of the test booklet and put your responses in the answer document. You may not be able to answer every question. Since there is no penalty for guessing, you should answer each question to the best of your ability. When you have finished the Reading Test, please check your answer document. Be confident that you have done your best. When you are through checking your work, raise your hand to indicate that you are ready to turn in your test materials. Remember that your materials cannot be returned to you after you have turned them in. Are there any questions?

Answer any questions.

SAY:

Now open your Reading Test booklet to page 1.

Make sure that all of the students have turned to page 1 of their reading test booklets.

SAY:

Read the directions at the top of the page and begin.

Students should not leave the room during testing. However, if a student must be excused, the student must leave his/her Reading Test booklet and answer document with the Test Administrator. Do not allow more than one student to leave the room at a time.

After approximately 45 minutes have elapsed, students should take a brief stand and stretch break.

SAY:

Put your pencils down so that we can take a brief stand and stretch break. You may stand quietly next to your desk to stretch. Please do not talk.

After 2 minutes have passed,

SAY:

Please be seated and continue with your test.

Students should have time to finish within the 2-hour time period. If all students finish before the end of the time period, end the session.

When all students have completed the test,

SAY:

Stop. This is the end of the Reading Test.

Pause, then say:

Please remain quietly in your seat until all materials are collected and counted.

Arrangements must be made to allow additional time for students to finish the Reading Test if necessary. This should be done during the same testing session.

All test booklets and answer documents are secure and must be accounted for at the end of each testing session. Missing test booklets and answer documents **MUST** be located **PRIOR** to dismissing students.

Writing Test Administration Instructions

If you are administering the Writing Test, follow the directions below.

SAY:

For this test, there is a combined Reading and Writing Test booklet and a combined Reading and Writing answer document. All responses that are to be scored must be recorded in the answer document.

Hold both books up as you refer to them.

Now open your Reading/Writing Test booklet to page 1 of the Writing Test. The Writing Test begins near the end of this test booklet.

Make sure all students have turned to the first page in their Writing Test booklets.

SAY:

The writing portion of the test booklet contains one writing prompt, prompt A.

Record prompt A by filling in the appropriate bubble on your final copy on page 4 inside your answer document.

You may use a dictionary and/or thesaurus on this writing task. In the test booklet there is a prewriting/planning page, two draft pages and a Writer's Checklist. What you write on the prewriting/planning page and draft pages will not be scored. You will write your final copy in the answer document.

Use the Writer's Checklist to make sure you have written what was asked of you. The checklist will be used as a guide for evaluating your final copy. Although you may write in your test booklet, remember to write your final copy in the answer document. Do not write beyond the pages provided in the answer document. Responses extending beyond the given space will not be scored. Make sure you have recorded the appropriate prompt you had by filling in the answer bubble in your answer document.

When you have finished the test, please check your writing. Be confident that you have done your best. When you are through checking your work, raise your hand to indicate that you are ready to turn in your test materials. Remember that your materials cannot be returned to you after you have turned them in. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should not leave the room during testing. However, if a student must be excused, the student must leave his or her Reading/Writing Test booklet, and answer document, with the Test Administrator. Do not allow more than one student to leave the room at a time.

After approximately 30 minutes have elapsed, students should take a brief stand and stretch break.

SAY:

Put your pencils down so that we can take a brief stand and stretch break. You may stand quietly next to your desk to stretch. Please do not talk.

After 2 minutes have passed,

SAY:

Please be seated and continue with your test.

Students should have time to finish within the 1.5-hour time period. If all students finish before the end of the time period, end the session.

When all students have completed the test,

SAY:

Stop. This is the end of the Writing Test.

Pause, then say:

Please remain quietly in your seat until all materials are collected and counted.

Arrangements must be made to allow additional time for students to finish the Writing Test if necessary. This should be done during the same testing session.

All test booklets and answer documents are secure and must be accounted for at the end of each testing session. Missing test booklets and answer documents **MUST** be located **PRIOR** to dismissing students.

Mathematics Test Administration Instructions

If you are administering the Mathematics Test,

SAY:

This is a Mathematics Test. For this test, there is a Mathematics Test booklet and a separate Mathematics answer document. All responses that are to be scored must be recorded on the answer document. You may not use a calculator for any part of this test.

Hold up the Mathematics Test booklet and answer document as you refer to them.

SAY:

Please check that you have the Mathematics Test booklet.

SAY:

This test contains multiple-choice items. To respond to a multiple-choice question, fill in the bubble with the same letter as the answer you are selecting. Computations may be done in the Mathematics Test booklet since scratch paper is not provided; however, these computations will not be scored. Remember that the use of scratch paper is not allowed. Only answers in the answer document will be scored. Make sure that you are marking your answer to a question in the space with the same number as the test question.

SAY:

Look in the upper right-hand corner of your Mathematics Test booklet cover. You will see a test form code. Now open your answer document to page 2. Find the box in the upper left-hand corner. Fill in the bubble next to the code that matches the code on the front cover of your Mathematics Test booklet.

Circulate throughout the room to make sure that the students have understood the directions.

SAY:

Note that there are 74 numbered rows available on your answer document to respond to test items.

Pause. Point out the AIMS reference sheet that is located on the first two pages of the Mathematics Test booklet.

SAY:

Open your Mathematics Test booklet to the first two pages and look at the AIMS Reference Sheet and AIMS Mathematics Reference Sheet. You may turn back to these reference sheets and use information on them any time you wish during the test. Not all of the information is needed.

Pause, then say:

Be sure to follow the directions that appear throughout the Mathematics Test booklet and put your responses on the answer document. You may not be able to answer every question. Since there is no penalty for guessing, you should answer each question to the best of your ability. When you have finished the Mathematics Test, please check your answer document. Be confident that you have done your best. When you are through checking your work, raise your hand to indicate that you are ready to turn in your test materials. Remember that your materials cannot be returned to you after you have turned them in. Are there any questions?

Answer any questions.

SAY:

Now open your Mathematics Test booklet to page 1.

Make sure that all of the students have turned to page 1 of their Mathematics Test booklets.

SAY:

Read the directions at the top of the page and begin.

Students should not leave the room during testing. However, if a student must be excused, the student must leave his or her test booklet and answer document with the Test Administrator. Do not allow more than one student to leave the room at a time.

After approximately 45 minutes have elapsed, students should take a brief stand and stretch break.

SAY:

Put your pencils down so that we can take a brief stand and stretch break. You may stand quietly next to your desk to stretch. Please do not talk.

After 2 minutes have passed,

SAY:

Please be seated and continue with your test.

Students should have time to finish within the 2-hour time period. If all students finish before the end of the time period, end the session.

When all students have completed the test,

SAY:

Stop. This is the end of the Mathematics Test.

Pause, then say:

Please remain quietly in your seat until all materials are collected and counted.

Arrangements must be made to allow additional time for students to finish the Mathematics Test if necessary. This should be done during the same testing session.

All test booklets and answer documents are secure and must be accounted for at the end of each testing session. Missing test booklets and answer documents **MUST** be located **PRIOR** to dismissing students.

Procedures Following Test Administration

Inspecting Answer Documents

After testing, check each answer document to ensure that the following has been done.

1. The student's marks have been made with a black No. 2 lead pencil. (Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scored. These should be marked over with a No. 2 pencil.)
2. The student's name has been recorded in both the print field box and printed and coded in the grid field. (Make sure only one bubble is filled in each of the columns provided.) **OR** the student's name has been recorded in the print field box, and a Pre-ID label has been affixed to the proper spot.
3. All erasures are complete and neat.
4. Both sides of the Demographic Page on the answer documents have been properly coded, including the information requested in the "OTHER INFORMATION" section. Be certain that the test form the student used is correctly printed and coded in the "FORM CODE" section.

Organizing Answer Documents After Testing

Arrange the answer documents so the page with the name grid is facing up and the margin containing the black horizontal bars is on the left. All answer documents are to be placed in classroom or grade-level stacks with a completed Scoring Service Identification (SSID) Sheet on top of each grade/class. The SSID Sheet must be completed.

Place the paper band provided around each grade/class stack. (A paper band is a long piece of paper wrapped around the tests and fastened to itself with tape.) Do not bind answer documents with clips or rubber bands; this will damage answer document edges. The answer documents need not be alphabetized, as this will be done automatically by a computer program.

All test materials must be picked up by Eagle from the Test Coordinator. Dates for the pick-up of all test materials are:

October 26 – 28 Administration: Monday, November 1 – Wednesday, November 3, 2004

November 2 – 4 Administration: Friday, November 5 – Monday, November 8, 2004

Scoring Service Identification (SSID) Sheets

Preprinted and blank SSID Sheets have been provided in each district's shipment of test materials. If the preprinted data contains an error, do not alter it. Instead, fill out all pertinent information on a blank form. The Test Administrators must complete an SSID Sheet for each group's documents. Instructions for completing the SSID Sheet are provided in the High School Test Coordinator's Manual.

Blank SSID Sheets are included in the Test Coordinator's Kit. If you are completing blank SSID Sheets for **new** buildings, be sure to match the school name exactly as it is printed on the Master File Sheet. It is important that all the necessary information is printed and gridded on this sheet. SSID Sheets are scannable documents; **photocopies are not acceptable for Scoring Center use**. If additional forms are needed, contact the Arizona Program Coordinator at 1-800-800-8305, extension 5620. (Test Administrators who need additional copies should contact their Test Coordinator.)

Returning Materials

Each Test Administrator should return the completed answer documents bundled with the Scoring Service Identification (SSID) Sheet to the Test Coordinator. All other test materials (test booklets and unused answer documents) must also be returned to the Test Coordinator.

All scorable materials (completed scorable test booklets/answer documents) will be returned to the District/Charter Holder Test Coordinator.

Test Administrators' Checklist

- ☐ 1. Verify that completed answer documents have been correctly bubbled with the student's demographic information, i.e., student name, date of birth, etc.
- ☐ 2. Confirm that the appropriate level and form have been administered.
- ☐ 3. Verify that answer document contains special program membership participation and special education information if required for student.
- ☐ 4. Check all test booklets carefully for any answer documents.
- ☐ 5. Complete the Scoring Service Identification (SSID) sheets for your class or grade. Please check that the grade and number of documents have been completed correctly. If it is necessary to use a blank SSID sheet instead of a preprinted one, **please make sure that the gridded school name is identical to the one on the Master File Sheet.**
- ☐ 6. Arrange the answer documents with the name grid facing up. Documents do not need to be alphabetized. Use the paper bands supplied to band all the documents together. Do not use clips or rubber bands. Be sure to include the SSID Sheet with your documents.
- ☐ 7. All answer documents will be returned to the District/Charter Holder Test Coordinator for further processing before shipping to the Scoring Center in San Antonio, Texas. Test booklets, unused answer documents, Test Coordinator's Manuals, and Directions for Administering will be returned to the district as directed by your Test Coordinator.
- ☐ 8. Contact your Test Coordinator if you have any questions.

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

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